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ABSTRACT

This manual is designed to assist school personnel, employers, parents/guardians, and students in understanding the policies and procedures required to operate effective occupational work experience (OWE) programs. The OWE mission statement appears first. Chapter I describes the OWE program, its structure, types of program organization, and physical facilities. Chapter II addresses briefly student and teacher/coordinator schedules. Chapter III covers vocational certification, academic certification and endorsements for teachers/coordinators, and professional development. Chapters IV-V provide overviews of course of study, occupational competency analysis profile, and vocational unit funding through the Educational Management Information System. Chapters VI-VIII focus on the student concerns: selection, enrollment process, and job placement (state and federal minor labor laws, teacher/coordinator and job supervisor responsibilities, training agreement, training plan, and evaluation). Chapter IX discusses coordination and extended service and lists appropriate coordination activities and types of extended service. Chapters X-XVII cover the following aspects of OWE programs: program accountability; recordkeeping; advisory committees; public relations; OWE student organization; agency coordination; vocational education planning districts; and state staff. Appendixes include definitions and sample program forms. (YLB)

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Manual of Operation

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Ohio Trade and Industrial Education

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TABLE OF CONTENTS

		Page
TABLE OF CONTENTS		i
PREFACE		1
OWE MISSION		2
I	OWE PROGRAM	3
	A. Description B. Structure C. Types of Program Organization D. Physical Facilities	
II.	STUDENT AND TEACHER SCHEDULE	4
	A. Student Schedules B. Teacher/Coordinator Schedule	
III.	TEACHER/COORDINATOR CERTIFICATION/LICENSURE & PROFESSIONAL DEVELOPMENT	5
	A. Vocational Certification for OWE B. Academic Certification and Endorsements C. Professional Development	
IV.	COURSE OF STUDY AND OCCUPATIONAL COMPETENCY ANALYSIS PROFILE (OCAP)	6
V.	VOCATIONAL UNIT FUNDING THROUGH THE EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)	7
VI.	STUDENT SELECTION	7
	A. Eligibility B. Selection Factors C. Formal Vocational Education	
VII.	STUDENT ENROLLMENT PROCESS	8
	A. Student Application B. Parent/Guardian Contact C. Home Visits D. Student Data	

VIII. JOB PLACEMENT 9

A. State and Federal Minor Labor Laws
B. Teacher/Coordinator Responsibilities
C. Job Supervisor Responsibilities
D. Training Agreement
E. Training Plan
F. Evaluation

IX. COORDINATION AND EXTENDED SERVICE 11

A. Coordination Activities
B. Extended Service

X. PROGRAM ACCOUNTABILITY 12

A. Evaluation
B. Year End Report

XI. RECORD KEEPING 13

A. Student Files
B. Teacher/Coordinator Records
C. Program Data

XII. ADVISORY COMMITTEES 14

XIII. PUBLIC RELATIONS 14

XIV. OWE STUDENT ORGANIZATION 15

XV. AGENCY COORDINATION 16

XVI. VOCATIONAL EDUCATION PLANNING DISTRICT (VEPD) 16

XVII. STATE STAFF 17

DEFINITIONS 18

APPENDIX 20

Student Identification
Teacher Evaluation
Program Procedures
Parent and Student Contract
Cooperative Training Agreement
Training Plan
Age and Schooling Certificate
Employer's Grade Sheet
Student Income and Expense Record
Student's Monthly Wage Report
Planning and Accountability Report for Extended Service
Year-End Report
Teacher's/Coordinator's Visitation Evaluation

PREFACE

Occupational Work Experience (OWE) has been a very viable and important part of vocational education in Ohio since the early 1960's. OWE programs provide a practical means of training disadvantaged, at-risk students who are unable to succeed in the regular academic or vocational programs. These programs been very instrumental in lowering Ohio's dropout rates, decreasing absence rates, suspensions, and failures. In addition, many of the OWE students, after experiencing successful OWE training, continue their education, in either an academic or a vocational program.

This manual has been developed and updated to assist school personnel, employers, parents/guardians, and students to better understand the policies and procedures required to operate an effective OWE program in Vocational Trade and Industrial Education.

A special thanks is extended to the following members of the Occupational Work Experience Coordinators Association (OWECA) for their assistance in updating this manual: **Denise Clapp, Mike Dapprich, Kathi Truster,** and **Jack West**.

OWE MISSION

The mission of the Occupational Work Experience program is to help at-risk students, ages 16-21, graduate from high school, to develop through work experience, the necessary attitudes and abilities to become gainfully employed, and to eventually enter an academically-oriented course of study or an occupationally-specific vocational job training program.

I. OWE PROGRAM

A. Description

The Occupational Work Experience (OWE) program is defined as a specialized program of instruction designed for disadvantaged (either academically, economically, or both) high school students who have become alienated from school and have been classified as "at-risk" of not graduating. The program is designed to develop student motivation, to change student attitudes and abilities to enable the student to become gainfully employed and/or complete their education through academic and/or vocational programming. Candidates for the program, regardless of grade level, must be at least sixteen years of age on or before October 15th of the year of entry into OWE, and must have been identified by trained guidance counselors as disadvantaged and as potential drop outs.

B. Structure

Instruction for the OWE program is provided by a certificated/licensed teacher/coordinator who directs the related classroom study and coordinates it with on-the-job experience. The OWE program offers work experience in many different semi-skilled and single-skilled occupations, an individual training plan must therefore be prepared for each student as required by law.

Within the related classroom, students have the opportunity to learn information regarding such topics as employability, occupational, academic, survival, and leadership skills. The related class must be conducted by the teacher/coordinator who is responsible for the individual student's job placement. If one of the related class periods is utilized for OWE academics, it must be taught by an OWE teacher/coordinator who is certificated/licensed or endorsed in the appropriate academic area.

The OWE program is strongly recommended as a one year program. Students classified as completers of the program should be enrolled in another program. There is, however, a provision for non-completers to remain in the program for a second year with the filing of written notification to the state supervisor. The second year option should not be made available to students who have received full OWE credit toward graduation for the previous year. There are **NO** provisions for a third year.

C. Types of Program Organization

1. Regular OWE

   Classroom- This classroom meets for at least two(2) forty(40) minute periods per day and provides instruction in employability, leadership, occupational and survival skills.

   Coordination- 150 uninterrupted minutes per day is required for job training and coordination

2. Self-Contained

Classroom- In this classroom, the students are required, as a minimum to meet for two(2) forty(40) minute periods per day. One of these periods is devoted to English, social-studies, reading, math or science taught by the teacher/coordinator who is either certificated/licensed or endorsed in the particular subject being taught.

Coordination- 150 uninterrupted minutes per day is required for job training and coordination

One classroom period must be devoted to OWE related information and leadership development, employability, occupational, and survival skills.

D. Physical Facilities

The school should provide a minimum of 900 square feet of classroom space for the related training. The classroom must be large enough to seat at least 25 students at desk-type chairs or at chairs and tables comfortably.

It is important that the classroom include an enclosed area equipped with a telephone, office equipment, a filing cabinet and adequate space for reference materials. It is necessary that the conference area is fitted with a glass panel for viewing the class from the enclosure so that eye contact may be maintained with the entire class during individual conferences. The main classroom should include equipment to facilitate the use of audiovisual, computer, and instructional materials, trade journals, magazines, and textbooks. If the conference area is to be used by more than one teacher/coordinator, it should be directly accessible from the outside to avoid disruption of classes in progress.

II. STUDENT AND TEACHER SCHEDULES

A. Student Schedules

Students must be available for employment for a minimum of 150 consecutive minutes during the regular school day. This time must coincide with the teacher/coordinator's scheduled coordination time.

Students should be encouraged to move out of the OWE program when they acquire the necessary skills and attitudes needed to succeed in a vocational occupationally specific job training or a regular academic program.

Students must be scheduled for a minimum of two(2) forty(40) minute periods in the OWE related classroom and 150 minutes in a paid on-the-job work experience.

B. Teacher/Coordinator Schedule

Teacher classroom schedules should coincide with their student schedules without deviation.

The teacher co-op schedule must be 150 uninterrupted minutes in length and coincide with the work schedule of the students.

III. TEACHER/COORDINATOR CERTIFICATION/LICENSURE & PROFESSIONAL DEVELOPMENT

A. Vocational Certification for OWE

Individuals desiring to teach OWE must hold a valid, unrestricted standard teaching certificate and complete an approved program of preparation at an approved teacher education institution. This approved program of pre-service and in-service consists of a minimum of eight semester hours (twelve quarter hours) delivered over a two-year period. During the two years necessary to complete this approved program, the teacher/coordinator will teach OWE on temporary teaching certificate issued on the authority of the approved teacher education institution. Upon completion of the approved program, the teacher/coordinator will be eligible for an OWE teaching certificate.

To meet the certification requirements of the Ohio Department of Education, the teacher/coordinator must possess the following qualifications to enroll in an approved program of preparation:

1. A baccalaureate degree from an approved college or university,

and

2. A valid, unrestricted standard teaching certificate,

and

3. Two years of successful teaching experience under a standard teaching certificate,

and

4. A minimum of one year of full-time work experience outside of education.

To determine eligibility for OWE certification, a VE-36 Qualification Evaluation form should be completed and returned to the approved institution along with all supporting documents. Eligible individuals will receive a VE-37 Teacher Eligibility and Education Verification form stating that they are eligible to enroll in the approved program. Upon enrolling in the approved program, a temporary certificate may be issued on the authority of the approved college or university. When the OWE teacher/coordinator has met all of the requirements of the approved program and the institution, they are eligible for a standard OWE certificate.

B. Academic Certification and Endorsements

Academic credits may be offered as part of the OWE Program by providing instruction under a standard academic teaching certificate or by obtaining an academic endorsement to an OWE certificate. Teacher/coordinators may add academic endorsements to their OWE teaching certificate by completing an approved program of preparation at an approved teacher education institution.

Specific course requirements to obtain endorsements will depend on the evaluation of college transcripts by the college or university providing the approved program of preparation. Academic endorsements may be added to OWE certificates to teach Reading, Mathematics, English/Language Arts, Social Studies (American History and Government), and/or General Science. These endorsements allow the teacher/coordinator to provide instruction and to grant credit to OWE students as an integrated part of the OWE Program.

Teaching certificates listing temporary endorsements may be issued at the request of the superintendent of the employing school district. The application for a Temporary Certificate, payment of application fees for the Temporary Certificate, and a letter requesting the temporary endorsement should be submitted to the Division Of Professional Development and Licensure Consultant serving the school district. A temporary certificate for endorsements is issued for one year only. Teacher/coordinators holding temporary academic endorsements must complete the approved program of preparation for the endorsements prior to the beginning of their second school year of teaching the academic subject area.

C. Professional Development

1. An Individual Professional Development Plan (IPDP) is to be fully implemented and updated annually (Ohio's Future at Work Beyond 2000). This is a self-assessment plan based on needs identified by the teacher/coordinator.

2. The All Ohio Vocational Education Conference provides teacher inservice activities both of a generic value and specifically dealing with OWE. This conference is held annually in August.

3. Local, regional and state inservice meetings are held periodically by the Ohio Department of Education, the Occupational Work Experience Coordinator's Association (OWECA), the Ohio Vocational Association (OVA), and the state supervisor. You are encouraged to join and be active in your professional vocational associations (OVA, OWECA, etc.)

4. A state conference is held each year in collaboration with Occupational Work Adjustment (OWA). This conference provides an opportunity to network with others who are working with at-risk youth, as well as receiving current information and to address concerns affecting OWE.

IV. COURSE OF STUDY AND OCCUPATIONAL COMPETENCY ANALYSIS PROFILE (OCAP)

Each OWE teacher/coordinator must have and use an OWE Course of Study (COS) based on the OWE Occupational Competency Analysis Profile (OCAP).

A course of study is an official school district document approved by the local board of education prescribing what will be taught based on program philosophy, goals and objectives statements. The OWE course of study shall delineate the occupational and employability skills that are addressed by the vocational program to provide students with the necessary competencies to successfully enter, compete and advance in a changing work world.

In the case of the self-contained OWE program, the teacher/coordinator should also be using the appropriate academic course(s) of study for the subject being taught.

The OWE course of study format and content is based on the Course of Study Handbook for Vocational Programs and the OWE OCAP. The course of study is revised every five years. Revisions and updates should be made at anytime and are encouraged. The COS is valid for five years from the date of local board approval.

The OWE OCAP is an employer verified competency list that outlines the knowledge, skills, and attitudes that the OWE program should address. These competencies are taught throughout the year both in the classroom and at the work station.

V. VOCATIONAL UNIT FUNDING THROUGH THE EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

Secondary vocational education foundation unit funding data is a part of the comprehensive Educational Management Information System (EMIS).

Funding for a secondary vocational education foundation unit is based upon the length of the course, the type of instruction, the number of hours per year of operation, the teacher education and experience level, and the enrollment.

A Vocational Education Secondary Unit Funding Procedures Manual is published annually to provide specific information about the data codes for input into the EMIS locally. This manual provides specific information regarding:

1. Course Codes - codes defining the curriculum offered
2. Course Types - codes identifying the length of the program
3. Course Levels - codes identifying different programs offered for more than one year

Secondary vocational education offerings for which foundation unit funding is being sought will be recommended for funding based upon the data reported in the EMIS files.

It is critical that local program administrators be thoroughly familiar with the information contained in the Vocational Education Secondary Unit Funding Procedures Manual. OWE teacher/coordinators should become familiar with the components of the OWE program for the EMIS as well as OWE program guidelines to better enable them to assist persons responsible for inputting data into the system

For questions and/or concerns regarding EMIS in your district, inquiries should be directed to the individual identified as the EMIS district coordinator.

For specific OWE program requirements and EMIS assistance, inquiries should be directed to your regional state T & I supervisor or the state OWE supervisor.

VI. STUDENT SELECTION

A. Eligibility

Any academically or economically disadvantaged student who will be 16 years of age on or before October 15th of the entry school year and who has been identified by a trained school guidance counselor as unable to succeed in either regular academic or occupationally specific vocational training programs, may be considered for the OWE program. Students with disabilities require an Individualized Education Plan (IEP) as well as special assistance deemed appropriate in the IEP. OWE students are to be selected as ungraded, not as a member of a chronological class.

B. Selection Factors

- An OWE student must be economically or academically disadvantaged.
- An OWE student must be unable to achieve in the regular academic or vocational program.
- An OWE student must be a potential drop-out, but must be employable.
- An OWE student will often times be a slow or non reader.
- An OWE student will typically have high absenteeism and/or suspensions.

Pre-selected students should be evaluated by an Occupational Work Experience Student Identification Scale or other appropriate instrument.

C. Formal Vocational Evaluation

It is strongly recommended that students undergo a formal vocational evaluation process at the local evaluation center.

VII. STUDENT ENROLLMENT PROCESS

A. Student Application

Students who have been identified by the guidance counselors and have shown an interest in the OWE program, should be required to complete an OWE Application Form. The completed form should be given to the OWE teacher/coordinator so that he/she might arrange an interview with the prospective student.

B. Parent/Guardian Contact

The teacher/coordinator must arrange a meeting with the parents/guardians and the prospective student. This meeting is an ideal time to brief the parents/guardians on the purpose of the OWE program and outline the responsibilities of all the concerned participants. This also provides an opportunity to get the necessary signatures for the Training Agreement and other forms.

C. Home Visits

Home visits by the teacher/coordinator are greatly encouraged and may provide for a greater understanding of the student.

D. Student Data

At the conclusion of the enrollment process, the teacher/coordinator should have or have access to, the following information for the student's file: previous grades, attendance, suspension/expulsion data, standardized test scores, proficiency test scores, copy of the birth certificate, physical exam card, work permit, student agreement, emergency medical form, and social security number.

VIII. JOB PLACEMENT

A. State and Federal Minor Labor Laws

All OWE jobs must be paid employment regardless of being public or private sector jobs. These jobs must adhere to all state and federal labor laws. Students must be paid wages in accordance with the appropriate guidelines.

For current information regarding labor regulations, tax credits, and hazardous occupations please contact the following agencies:

STATE

Ohio Department of Industrial Relations
Prevailing Wage, Minimum Wage & Minors
2323 West Fifth Avenue, Room 2160
Columbus, Ohio 43216

(614) 644-2239

FEDERAL

U.S. Department of Labor
Wage and Hour Division
646 Federal Office Building
200 North High Street
Columbus, Ohio 43215

(614) 469-5415, or 5677, or 5678

B. Teacher/Coordinator Responsibilities

- Know the current laws and regulations regarding placement of OWE students.
- Locate and evaluate prospective training stations and know entry level jobs available at each training station. It is the responsibility of the teacher/coordinator to place each student at an approved job training station. <u>It is not the responsibility of the student to obtain a job for the OWE program !</u>
- Observe safety conditions at each training station and maintain a record of observations for each student. Safety violations should be annotated and brought to the immediate attention of the supervisor.
- Confer with employer/supervisors regarding the following:
    1. Student wages
    2. Tax credit information
    3. Student learner's potential
    4. Student hours and restrictions
    5. Responsibilities of the employer/supervisor
    6. Development of a Training Plan for each student
    7. Periodic student evaluations
    8. Information to be presented in related class
- Enforce existing school policy
- Maintain complete records for each student with respect to the following:
    1. Follow-up procedures
    2. Student attendance
    3. Evaluation procedures
    4. Training Plan
    5. Training Agreement
    6. Parent-Student Agreement
    7. Coordinator visitation/conferences
    8. Credits needed for graduation

- Work with individual students to do the following:
    1. Resolve job difficulties
    2. Assist in making career decisions and setting goals
    3. Provide related classroom instruction
- Submit an itinerary of coordination activities to your immediate supervisor.
- Organize and provide leadership for the vocational student organization (VSO), the Vocational Industrial Clubs of America (VICA).
- Organize and incorporate an employee-employer banquet at the end of the school year.

C. Job Supervisor Responsibilities

The job supervisor is responsible for providing work experience with instructional value and career exploration. In addition, the job supervisor will provide training under the close supervision of an experienced and qualified person (mentor). All student work will be performed under safe and hazard free conditions. The job supervisor is expected to confer with the teacher/coordinator concerning the student's performance and objectives as outlined in the Training Plan at least once each grading period. The job supervisor is responsible for employing the OWE student in accordance with all applicable Federal and/or State Minor Wage and Hour laws and regulations.

D. Training Agreement

The Training Agreement is an agreement entered into by the student, parent or guardian, employer and the school and is required for all OWE students. It addresses the responsibilities of all parties.

No student should participate in their program until there has been made a written Training Agreement signed by the employer, student, teacher/coordinator, and the parent or guardian. A copy of the written Training Agreement for each student enrolled and participating in an OWE program should be on file at the work site **and** with the teacher/coordinator.

E. Training Plan

The Training Plan is a written device to be used by the student, teacher/coordinator, and employer in developing and evaluating job competencies. Every student **must** have a training plan on file both at the school and at the job site, for each job the student holds during the school year. The Training Plan specifies the competencies the student will learn on the job. Included on the Training Plan are generic job competencies, competencies specific to the job that are taken from the job description, and generic and specific safety competencies. These are competencies for which the student will be evaluated. The Training Plan should be reviewed and annotated at each teacher/coordinator visit.

F. Evaluation

Students should be evaluated frequently on their job performance. Evaluations are based on the competencies listed in the student's Training Plan. In addition to a list of competencies being evaluated, a rating scale needs to be developed and explained to all concerned parties. The evaluation should be easy for the employer to use and useful to the student in his/her attempt to develop and improve job skills. As job evaluations are made, areas targeted for improvement can be listed on the Training Plan.

IX. COORDINATION AND EXTENDED SERVICE

OWE program responsibilities require that the teacher/coordinator be in the community and away from the school site part of the time. The coordination time is to be used only for OWE business. It is therefore imperative that the teacher/coordinator establish a system of accountability. This may be done through the use of a coordination log. This log may be a local form but should provide at least the following information:

1. Date
2. Destination
3. Time spent
4. Person contacted
5. What occurred at the meeting

A. Coordination Activities

The following is a partial list of activities that may be appropriate during coordination time:

1. Visit job stations regularly.
2. Confer with job supervisors to reinforce goals.
3. Evaluate job performance and alter job training plans.
4. Establish public relations program.
5. Develop new job stations.
6. Complete forms.
7. Make home visits.
8. Contact agencies and support services.
9. Hold student conferences.
10. Make teacher contacts.
11. Initiate and follow-up on interventions.
12. Initiate individual contacts once per year with OWE students from the previous year to provide follow-up services.

Your local supervisor should be kept informed of coordination activities. Logs and other documentation of activities should be submitted to your local supervisor on a regular basis.

B. Extended Service

1. Extended service for OWE programs is not mandated but is strongly recommended and may be provided beyond the regular school year.

2. Approved extended service for vocational teachers shall not be in conflict with other school-related education-sanctioned duties and/or assignments, including professional education requirements for teacher certification/licensure.

   Extended service may be used for but not limited to:

   a. Assure that all federal and state laws regarding student employment are being met.
   b. Locate and evaluate prospective training stations to determine suitability for possible student placement.

c. Observe safety at each training station and maintain a record of visits and possible violations.
d. Confer with job supervisors in the development of training plans, job descriptions, and student evaluations.
e. Work with the job supervisor(s), parent(s), and the student in explaining and obtaining appropriate signatures on the training agreement.
f. Make home visits.
g. Confer with teachers regarding OWE students.
h. Contacting social service agencies that may be of assistance to OWE students and provide follow-up activities.
i. Gather needed data for student forms.
j. Set up schedules for home visitations, employer contacts, and agency contacts.
k. Establish and work with advisory committees.
l. Participate in the All Ohio Vocational Education Conference.
m. Select students.
n. Gather materials that may be helpful for instructional units.
o. Begin a public relations program for the coming year.
p. Contact resource people who can be helpful in your program.
q. Initiate VSO (VICA) activities for the upcoming school year.

X. PROGRAM ACCOUNTABILITY

A. Evaluation

Program evaluation is a continuing process. All school districts offering vocational educational programs are required to undergo formal evaluation once every five years. The ensuing four years are intended to implement the recommended improvements. The basis for evaluation is primarily student outcomes and performance measures as opposed to the traditional aspect of examining school facilities, equipment and instructional practices. Outcomes and recommendations should be useful in affecting the VEPD Plan.

B. Year End Report

Each OWE teacher/coordinator **MUST** submit an accurate year-end report to the Ohio Department of Education, T & I Office. The information in the year end report contains data for each program that is aggregated to represent all OWE programs in the state. The data provides information regarding the scope of the program, performance data, and economic impact on the state. It also contains information regarding reductions in student absences and suspensions.

You may use the aggregate information from the state report and compare it to the local data in developing illustrative year end report summaries for local public relations efforts. This can be shared with students, parents, school district personnel, school board members, and employers.

XI. RECORD KEEPING

All teacher/coordinators are responsible for maintaining up-to-date records that should be readily available and accessible to your building administration. Records are to be maintained as follows:

A. Student Files

The following information is required and must be included or be readily accessible to the student file.

1. Intake information
    a. Application
    b. Birth date/certificate
    c. Social security number
    d. Name of parent(s) or guardian(s)
    e. Home address and phone number
2. Achievement Records
    a. Copy of previous grades
    b. Achievement test scores
    c. Pre and post testing results
    d. Current grades
3. Agreements/Permits
    a. Student/parent contract
    b. Training agreement
    c. Work permit
4. Training Plan
    a. Job competencies
    b. Safety competencies
5. Employment Records
    a. Employer address and phone number
    b. Current wage rate
    c. Hours worked (day, week, pay period etc.)
    d. Cumulative hours worked
    e. Cumulative wages
6. Interventions
    a. Disciplinary actions
    b. Student intervention actions
    c. Work suspensions
    d. Probation agreements
    e. Request for removal

7. Home Visits

Records including dates, times, contact person(s) and a summary of the home visitation should be kept on file.

B. Teacher/Coordinator Records

The following information should be recorded and kept in the teacher/coordinator's file:

1. Travel reports (mileage and itinerary logs)
2. Phone logs (parent contacts, employer contacts, and professional contacts)
3. Job site visits
4. Extended time records
5. Anecdotal records

C. Program Data

The following information should be kept on file to complete necessary reports throughout the year.

1. EMIS information
2. Opening report information
3. Year end report data
4. Follow-up information

XII. ADVISORY COMMITTEES

All OWE programs are required to implement and maintain an active, local board approved advisory committee. The purpose of the advisory committee is to assist the teacher/coordinator and the program administrators in keeping abreast of the needs of local businesses, the school, and the community. This committee of 6-12 members, composed of representatives including employers, local business leaders, parents, educators, social service organizations, and civic groups, should convene at least two formal meetings during the year. This group can be very effective by assisting with program evaluations and in securing training stations for students as well as promoting positive public relations.

XIII. PUBLIC RELATIONS

A successful OWE program requires the support of all school personnel, business leaders and the local community. Teacher/coordinators need to promote the benefits of the OWE program within the school and the community at large.

The teacher/coordinator must meet with other teachers, administrators, and other building personnel to explain the purpose and scope of the program and to enlist their assistance in placing qualified students in the OWE program. The positive aspects of the program as well as student achievements can be highlighted throughout the year. This may be accomplished through announcements, notes in teacher bulletins, use of display cases and bulletin boards, and articles in the school newsletter or newspaper.

Thank you notes and certificates of appreciation from students and teacher/coordinators to building personnel can help in promoting the positive aspects of the OWE program.

Enlist the aid of local media to promote the positive effects of the OWE program in the community. Articles (including pictures) about public service projects are a good way to place OWE in a positive light in the community. The advisory committee can be very helpful in arranging the media sessions.

Arrange to speak to local civic and business groups about at-risk youth, vocational education and the OWE program. If a business or group does something to benefit the program, be certain that it gets widespread recognition. An appreciation banquet or ceremony near the end of the school year for employers, teachers and others is recommended and will promote continued good relations.

XIV. OWE STUDENT ORGANIZATION

Students enrolled in OWE should participate in a state sanctioned Vocational Student Organization (VSO). The Vocational Industrial Clubs of America is the sanctioned VSO for Trade and Industrial Education and thus for OWE. Through VSO participation, students develop leadership skills, gain experience in parliamentary procedure, increased confidence in public speaking, and job interview skills.

The VICA Professional Development Program (PDP) is a noncompetitive skill-building program designed to reinforce the development of school-to-work competencies. The program is based on competencies that have been determined by business and industry professionals to be important for success into the workforce. Students are recognized for individual achievement as they develop their knowledge and professional and occupational skills. The PDP also enables local employers to become involved in student development and evaluation.

There are 70 separate skill and leadership competencies covered in the seven levels of the program. These skills include personal awareness, goal setting, community service, career knowledge, communication skills, teamwork, government awareness, ethics, conflict resolution, portfolio development and interaction with community leaders as well as business and industry professionals.

The program's strength lies in its flexibility. It can be used as an individual self-development course or for group instruction. It can be integrated into the existing curriculum or used as a separate course of study.

In addition to the PDP, OWE VICA members are eligible to participate in all VICA leadership contests at the local, regional, state, and national levels. In addition, the following contests are conducted in Ohio:

1. OWE Job Skills Contest
2. OWE Community Service Contest
3. OWE Knowledge Bowl Contest
4. OWE Student Achievement

XV. AGENCY COORDINATION

The OWE teacher/coordinator is often required to coordinate with other agencies and/or organizations servicing OWE students. It may become necessary to recommend the involvement of other agencies and/or organizations to assist their students.

Some of the agencies and/or organizations and their representatives that may be involved with OWE students are: Job Training Partnership Act (JTPA), juvenile court, local law enforcement agencies, local health department, Human Services (welfare), domestic violence centers, substance abuse centers, case workers, probation officers, psychiatrists, psychologists, Big Brother and Big Sister, Salvation Army, school attendance officers, school intervention/prevention specialists, rape crisis centers, and family counseling centers. An other educational program that may be helpful in assisting OWE students is GRADS, a vocational program for teenage parents.

XVI. VOCATIONAL EDUCATION PLANNING DISTRICTS (VEPD)

The planning and structure for providing vocational education programs to meet state standards of providing a minimum of twelve vocational education programs and twenty classes is called a Vocational Education Planning District (VEPD). A VEPD is defined as the local education agency configuration (single district, contract, compact, jointure) that meets the minimum requirements of the law and subsequent standards to offer state sanctioned vocational programming.

It is important to know the location of OWE programs in your VEPD and get to know the other OWE teacher/coordinators. It is the intent of the OWE state program to encourage local level VEPD organizations to form a network of OWE teacher/coordinators through the OWECA organization.

The intent of this local network is to provide a forum for sharing concerns, problems and ideas, and as a support system for new teacher/coordinators. It will also provide an avenue for VSO development at the VEPD level. This network can provide professional growth activities for teacher/coordinators that will help to strengthen academic and work related instruction.

Some local OWE organizations are composed of two or more VEPD's and usually plan a monthly or bi-monthly professional development meeting dealing with specific topics.

XVII. STATE STAFF

The OWE program is administered by the Ohio Department of Education, Division of Vocational and Adult Education, Trade and Industrial Service. One person is identified as the state supervisor for the OWE programs. This person's duties include but are not limited to:

1. Provide technical assistance to schools for program planning.
2. Interpret program guidelines.
3. Act as liaison to the OWECA council.
4. Conduct state staff reviews.
5. Implement regional and state inservice activities.

For additional information contact:

Trade and Industrial Education
65 South Front Street, Room 910
Columbus, Ohio 43215-4183

DEFINITIONS

VOCATIONAL EDUCATION - The organizational programs offering a sequence of courses which are directly related to the preparation of individuals for paid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher order reasoning, and problem solving skills, work attitudes, general employability skills, and the occupational specific skills necessary for economic independence as a productive and contributing member of society. (CDP = Carl D. Perkins)

TRADE AND INDUSTRIAL EDUCATION - The courses that prepare students for initial employment or with upgrading and retraining workers in a wide range of trade and industrial occupations. Such occupations are concerned with producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Classroom instruction combined with laboratory experiences based on industry standards teach the basic manipulative skills, the safety judgment, and the related information in mathematics, communications, and science. Instruction is included for apprentices in apprenticing occupations as well as training for service and certain semiprofessional occupations considered to be trade and industrial in nature.

COOPERATIVE PROGRAM - A program for persons who are enrolled in a school whereby they receive, through a cooperative arrangement between the school and employers, part-time vocational instruction in the school and on-the-job training through part-time employment.

VOCATIONAL STUDENT ORGANIZATION (VSO) - The intracurricular component of vocational programs having activities designed to support vocational instruction objectives by helping student members develop interpersonal, citizenship, and leadership skills. (OFW = Ohio's Future At Work: Beyond 2000)

INDIVIDUALIZED EDUCATION PLAN (IEP) - A written statement specifying the special educational program and related services that will be provided to a handicapped child.

OWE TEACHER/COORDINATOR - A member of the school staff responsible for administering the school OWE program and for resolving all problems that arise with the employed student relating to school regulations and on-the-job activities. The teacher/coordinator acts as a liaison between the school and employers in programs involving cooperative education or other part-time job training.

COORDINATION - That function in vocational education that is concerned with providing a liaison relationship between employers, parents/guardians, the advisory committee and the school. In cooperative programs, this function includes the correlation of curriculum between skill instruction and related technical instruction.

OCCUPATIONAL WORK EXPERIENCE COORDINATORS ASSOCIATION (OWECA) - A statewide organization of OWE teacher/coordinators and other interested parties designed to develop high professional standards, unite a common bond, serve as a communications system and act as a liaison between OWECA and legislative, governmental, business, industry, and other groups concerning OWE.

TRAINING PLAN - An outline of learning experiences an employer agrees to provide for a student learner enrolled in a cooperative education program.

TRAINING AGREEMENT - A student-learner agreement designating hours of employment, wages, student responsibilities, school responsibilities, and parent/guardian responsibilities, which is a basis of employment for a student enrolled in a cooperative program of instruction.

VOCATIONAL COMPLETER - A student becomes a completer upon attaining the skills sufficient for employment in a cluster of specific occupations, **and** after completion of at least 450 clock hours of instruction, **and** being no longer enrolled in the program.

DISADVANTAGED - Those individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. (CDP)

ACADEMICALLY DISADVANTAGED - An individual who lacks reading, writing, and mathematic skills, AND performs two or more years below grade level on standardized tests.

ECONOMICALLY DISADVANTAGED - An individual, parent(s) or guardian who is unemployed, is receiving public assistance, is institutionalized or under state guardianship, or has a family income at or below the national poverty level (CDP)

The above definitions are taken from the Vocational and Adult Education Dictionary, 6th Edition. For more information contact the Ohio Department of Education, Division of Vocational and Adult Education.

APPENDIX

OCCUPATIONAL WORK EXPERIENCE
STUDENT IDENTIFICATION

Student Number _____

Criteria	Measurement	Points
1. **Grades**	Letter: A B C D F Points: 0 3 6 9 12	
2. **Mental Level**	Intelligence Quotient: 60 70 75 90 100 110+ Points: 0 5 10 5 0	
3. **Attendance**	Days Absent: 40+ 30 20 10 0 Points: 20 15 10 5 0	
4. **Counselor**	Class Standing: Below Average / Average / Above Average Recommendation Points: 10 5 0	
5. **Average of Teacher Recommendations** (see Teacher Evaluation Sheet)	Average Points: 0 3 6 9 12 15 18 21 24 27 30 Points: 0 5 10	
6. **Age**	Age: 21 20 19 18 17 16 Points: 0 1 2 3 4 5	
7. **Reading Level**	Grade Level: 11 10 9 8 7 6 Points: 0 1 2 3 4 5	
8. **9th Grade Proficiency Test**	Sections Failed: 5 4 3 2 1 0 Points: 10 8 6 4 2 0	
		Total Points

TEACHER EVALUATION FOR OWE PLACEMENT

Date _____

Dear Teacher:

_____ is a candidate for placement in the Occupational Work Experience (OWE) program for next school year.

One of the selection criteria, and an important one, is the teacher recommendation. Please complete this form and return it to my mailbox as soon as possible but not later than _____. I thank you in advance for your cooperation.

Signed: _____
OWE Teacher/Coordinator

CRITERIA	MEASUREMENT	POINTS
Attendance in Class		
Number of Absences:	30+ 20 15 10 5 0	
Points:	10 8 6 4 2 0	
Discipline/Behavior		
Conduct Category:	Severe Behavior Problem — Minor Problem — Well Behaved	
Points:	0 5 0	
Turns in Assignments		
Frequency:	Never — Almost Never — Sometimes — Almost Always — Always	
Points:	10 7 5 2 0	
Use of Class Time		
Efficiency:	Poor — Average — Good	
Points:	5 2 0	
		TOTAL POINTS

OCCUPATIONAL WORK EXPERIENCE PROGRAM PROCEDURES

To explain clearly the procedures that govern students enrolled in a work-experience program, the following guidelines have been established:

SCHOOL PERFORMANCE

1. If a student is unable to attend school, the student shall not report to work on that day. Any student violating this provision will be considered truant.
2. In the event of absence, the student must notify both the coordinator and the employer. Notify the coordinator by _____(enter time) and the employer as soon as possible. Car trouble is not an acceptable reason for absence.
3. Each student will conduct himself/herself according to the school code at school and at any vocational, school-sponsored activity.
4. The expected academic achievement level of each student enrolled in OWE training shall be the same as that required of all other students in the school.
5. A student enrolled in an OWE training program is expected to abide by the dress code established by the school and by the employer.
6. If a student is unemployed for a period of time, he or she will remain at the school until the end of the normal school day and be available for assignment by the coordinator. Such students will be assigned an education experience during the regular school hours in accordance with local school policies.
7. A student enrolled in the OWE training program must successfully complete the course work and perform satisfactorily upon the job in order to receive credit for the program.
8. The student will attend the employer-employee banquet, with the employer as his/her guest.

EMPLOYMENT PERFORMANCE

1. The student must contact the employer and the teacher/coordinator when he or she is not going to report for work. This should be done ion advance of the scheduled starting time.
2. The coordinator must approve all training stations. Students may not change job training stations without permission of the teacher/coordinator.
3. Transportation to and from the training station is the responsibility of the students.
4. A student may be expected to work during school vacation periods.
5. Any student injured on the job must report the accident immediately to the teacher/coordinator.
6. The student should notify the teacher/coordinator of any problems at school or at work.
7. A student enrolled in an OWE training program must work in an approved occupation a minimum of 540 hours during the regular school year. This is an average of 15 hours per week during the 36-week school year. Maximum work hours per week are governed by state labor laws and by the student's ability to work and to maintain satisfactory grades in school work.
8. Although full-time employment upon graduation may be offered, the company is under no obligation to do so. If a student decides not to remain employed at his/her training station after graduation, it will be necessary to go through proper resignation procedures.

I have read the above procedures for OWE Training and agree to abide by them.

_____ _____
Student/Employee *Date* *Parent/Guardian* *Date*

_____ _____
Teacher/Coordinator *Date* *Program Supervisor* *Date*

PARENT AND STUDENT CONTRACT

The OWE Program is designed to give the student the opportunity to complete his/her education while learning the obligations of the world of work. There are definite responsibilities the student must agree to carry out in order to remain the Program.

As a condition for acceptance into and retention in this Training Program, the student agrees to follow each of the conditions listed below:

1. Arrive at school and work every day on time unless confined to home due to illness or otherwise excused by the teacher/coordinator.
2. It is the responsibility of each student to notify the school and teacher/coordinator in the event of absence from school, and not to report to work without his/her permission on that day.
3. It is the responsibility of each student to notify his/her employer and teacher/coordinator as early as possible in the event of absence from work.
4. Each student is expected to work and act in a manner that will be a credit to himself/herself, his/her employer's place of business, and the OWE Program.
5. It is the responsibility of each student to notify his/her teacher/coordinator immediately of any school or work problems and to accept counseling, guidance, and any school or work adjustments or reassignments the teacher/coordinator may request.
6. The student is expected to perform satisfactorily for the entire school year or lose academic credit in the program.
7. The student, as a productive member of the work force, is expected to maintain good personal hygiene, be appropriately groomed, and properly dressed as directed by his/her employer and/or teacher/coordinator.
8. A student shall not hold another job other than the job approved by his/her teacher/coordinator.
9. It is the responsibility of each student to notify his/her teacher/coordinator immediately if he/she is laid off from his/her job or if he/she wishes to change the place of employment. The student further agrees to accept the direction of the teacher/coordinator with regard to each of these situations.
10. Each student will leave the school promptly and quietly when dismissed to go home or to work unless permission to remain on the school grounds is obtained from the teacher/coordinator or building administrator.
11. Each student assumes responsibility for his/her transportation to and from school and work each day.
12. If a student becomes unemployed he/she may be required to remain at school and/or perform volunteer work as directed by the teacher/coordinator until another job is found.
13. Failure by the student to abide by the conditions set forth in this agreement, either at school or work, may result in disciplinary action and/or removal from the program.

Student Signature	*Date*	*Teacher/Coordinator Signature*	*Date*
Parent/Guardian Signature	*Date*	*Building Administrator Signature*	*Date*

COOPERATIVE TRAINING AGREEMENT

Program: _____

Student Trainee: _____ Job Title: _____ Home Phone: _____

Teacher/Coordinator: _____ School Phone: _____ Home Phone: _____

Firm: _____ Supervisor: _____ Title: _____ Phone: _____

In order to operate an effective cooperative education program, it is necessary that all parties understand and adhere to the terms of the cooperative training agreement.

EVERYONE UNDERSTANDS THAT:

1. The term of employment is for the current school year only.
2. This agreement shall not be terminated without the knowledge of all parties concerned.
3. The student must be 16 years of age, must have secured a social security card and must have secured a work permit when required by the employer.

THE STUDENT TRAINEE AGREES TO:

1. Conduct himself/herself using exemplary behavior in school, on the job, and in the community at all times.
2. Abide by the regulations set forth by the school, the employer, and the teacher/coordinator.
3. Perform all duties in a manner that will reflect credit to himself/herself, the school, and the firm.
4. Notify the employer and the teacher/coordinator in advance of necessary absence and under no circumstance report to work on a day when you are absent from school. Any student violating this provision shall be considered truant.
5. Participate in club activities as a part of the related instruction.
6. Arrive at school on time and understand that car problems will not be accepted as an excuse for tardiness or absence.
7. Serve assigned detentions at _____ p.m. and provide advance notice to the employer when detentions are assigned that conflict with the work schedule.
8. Work only with advance permission from the parent/guardian when the home school or the JVS is closed due to adverse weather or other conditions.
9. Provide weekly report of wages and hours to teacher/coordinator.
10. Not quit or change jobs unless having received approval of the teacher/coordinator and understand that a violation of this rule may result in failure for the grading period.
11. Wear attire to school and to work that is regarded as appropriate by the school administration.

THE PARENT/GUARDIAN AGREES TO:

1. Assume responsibility for the personal conduct of the student.
2. Assume responsibility for transportation of the trainee.
3. Recognize that club activities are a part of related instruction.
4. Encourage the student to make the most of this training opportunity.

(continued)

THE TEACHER/COORDINATOR AGREES TO:

1. Develop a training plan cooperatively with the employer.
2. Observe the trainee frequently at the training station.
3. Assist the employer with the trainee's progress.
4. Enforce attendance and disciplinary regulations.
5. Consult with all parties before making adjustments in employment.
6. Communicate with the employer, parents, and school administration concerning disciplinary actions relevant to the trainee.

THE EMPLOYER AGREES TO:

1. Place a trainee on the job for the purpose of providing work orientation and assign training of instructional value according to the training plan.
2. Develop with the teacher/coordinator a training plan directed toward the trainee's career objective.
3. Evaluate the student's performance periodically.
4. Cooperate with the teacher/coordinator to assist in the advancement of the student's training.
5. Provide the trainee with the same consideration given other employees regarding safety, health, social security, general working conditions, and other regulations.
6. Provide employment in accordance with federal, state, and local regulations.
7. Pay the trainee an amount comparable to that paid beginning workers doing similar work and consider the possibility of periodic raises.
8. Not restrict employment opportunities due to race, creed, sex, national origin, religious belief, or handicapping conditions.
9. Notify the teacher/coordinator prior to the discharge of a trainee realizing that discharging a student is a serious matter and may result in his/her failure for the current grading period.

MINOR AGREEMENT

We have employed this minor to be paid $ _____ per hour

for approximately _____ hours per week.

We also have a work certificate on file (only if required by the employer).

Student's date of birth _____

_____ _____
Student/Employee *Date*

_____ _____
Parent/Guardian *Date*

_____ _____
Teacher/Coordinator *Date*

_____ _____
Employer *Date*

cc: Teacher/Coordinator
Employer
Student
Parent/Guardian

OWE TRAINING PLAN

Student _____ School _____ Date _____

Job Title _____ Teacher/Coordinator _____

Employer _____ Job Description _____

Job/Safety Competencies	Related Competencies	Date Reviewed	Visitation Date

_____ _____ _____

Student/Employee Signature *Employer Signature* *Teacher/Coordinator Signature*

Observations: _____

_____

_____

continue on back

The employment of the trainee shall conform to all federal, state, and local laws and regulations, including nondiscrimination against any applicant or employee because of race, color, sex, or national origin. This policy of nondiscrimination shall also apply to otherwise qualified handicapped individuals.

AGE AND SCHOOLING CERTIFICATE
Occupational Work Experience Program

Ohio law states that all employed minors between 14 and 18 years of age must have an Age and Schooling Certificate (work permit). Work permits are not issued to minors under 14 years of age. A new Age and Schooling Certificate is required each time an individual changes place of employment.

Under House Bill 1002, minors age 16 or 17 who are employed for seasonal work during summer vacation months after the last day of the Spring school term and before the first day of the Fall school term in nonagricultural and nonhazardous employment, do not require an Age and Schooling Certificate. The employer must retain in employment records a copy of proof of age (in same form as proof of age is provided to most public schools) and a statement signed by the minor's parent or guardian consenting to the proposed employment.

Certain types of employment are considered dangerous or undesirable and are prohibited to minors. A list of such occupations is available in the office of any secondary school or from the Ohio Department of Industrial Relations, Division of Women and Minors and Minimum Wage (614-466-4340). High school graduates are exempt from the prohibited occupations laws for minors.

Minors must have at least 30 consecutive minutes for lunch after 5 hours from starting time.

NOTICE TO STUDENT: YOU MUST PROVIDE PROOF OF YOUR AGE! A birth certificate is the best document for this purpose. If you do not have a birth certificate, a passport, a baptismal record, a probate court record, or an insurance policy is satisfactory. (An insurance policy must be at least two years old to be valid for this purpose). Driver's licenses and social security cards are not acceptable.

Applicant's Name: _____

Applicant's Address: _____

_____

School: _____ Present grade **OR** highest grade completed: _____

Date of birth: _____ Current Age: _____ Years, _____ Months

_____
Student Signature

Application is for (check one).

- ❑ Part-time or vacation employment
- ❑ Full-time employment

State-approved Work Program:

❑ Yes ❑ No

OCCUPATIONAL WORK EXPERIENCE
Employer's Grade Sheet

Student Name: _____ Date: _____ Grading Period 1 2 3 4 5 6

1. QUALITY OF WORK: (Accuracy, neatness, thoroughness)

Inferior Work		Rather Careless		Meets Requirements			Highly Accurate			Exceptional
0	1	2	3	4	5	6	7	8	9	10

2. QUANTITY OF WORK (Volume, amount, speed)

Very Slow		Insufficient Work			Moderate		Rapid Worker		Highly Productive	
0	1	2	3	4	5	6	7	8	9	10

3. KNOWLEDGE OF WORK

Almost None		Limited			Adequate		Good Understanding		Excellent Comprehension	
0	1	2	3	4	5	6	7	8	9	10

4. DEPENDABLE (Reliability, attendance, punctuality)

Needs Constant Supervision		Needs Frequent Checking			Usually Dependable		Seldom Needs Checking		Highly Reliable	
0	1	2	3	4	5	6	7	8	9	10

5. COOPERATION (Working with other employees)

Troublemaker		Has Difficulty		Generally Cooperative			Gets Along Well			Excellent Relations
0	1	2	3	4	5	6	7	8	9	10

6. JUDGMENT (Ability to make decisions, plan work)

Disorganized		Limited Judgment			Plans Well		Logical Thinker			Creative
0	1	2	3	4	5	6	7	8	9	10

7. INITIATIVE (Motivation, interest in work)

Indifferent		Needs Pushing			Adequate		Considerable		Highly Motivated	
0	1	2	3	4	5	6	7	8	9	10

8. PERSONALITY (Courtesy, appearance, public relations)

Rude		Indifferent		Adequate for Job			Polite, Courteous			Exceptional
0	1	2	3	4	5	6	7	8	9	10

9. SAFETY (Including use and care of equipment)

No Thought of Safety		Unable to Perceive Safe Practices			Usually Safe		Reacts Well to Safety Requirements			Usually Conscious of Safety
0	1	2	3	4	5	6	7	8	9	10

10. ABILITY TO REACT TO SUGGESTIONS

Hostile		No Reaction		Accepts But Not Positively			Good Reaction			Excellent Reaction
0	1	2	3	4	5	6	7	8	9	10

EMPLOYER COMMENTS:

Days Absent: _____

Times Late: _____

OCCUPATIONAL WORK EXPERIENCE PROGRAM
STUDENT INCOME AND EXPENSE RECORD

Note to Student:

A. Complete blocks in columns 1-8 weekly from information on your pay stub.

B. Complete blocks in columns 9-13 to keep a running grand total of all earnings and savings.

Name _____

1 Pay Stub Date	2 Gross Cash	3 FICA	4 With-holding Tax	5 City Tax	6 State Tax	7 Net Cash	8 Savings 20% of Net	Cumulative Total (Running Total)				
								9 Total Gross	10 Total Net	11 Total Savings	12 Weekly Hours	13 Total Hours

OCCUPATIONAL WORK EXPERIENCE
Student's Monthly Wage Report

Training Station _____ Student _____

Course _____

Week Ending:	Date	Amount	Hours	
September				Total for September _____ Hrs. _____
October				Total for October _____ Hrs. _____
November				Total for November _____ Hrs. _____
December				Total for December _____ Hrs. _____
January				Total for January _____ Hrs. _____
February				Total for February _____ Hrs. _____
March				Total for March _____ Hrs. _____
April				Total for April _____ Hrs. _____
May				Total for May _____ Hrs. _____
June				Total for June _____ Hrs. _____
Grand Total for Year				Hrs. _____
Average Weekly Hours				
Average Hourly Wage				Average Weekly Wages $ _____

VOCATIONAL EDUCATION PLANNING AND ACCOUNTABILITY REPORT FOR EXTENDED SERVICE
(Contractual* Days Beyond the School Year)

Year _____

This form is provided for local use by vocational teachers to document the planning and accountability of extended service. Extended service activities relate primarily to vocational extended instruction, related projects, and job placement. This form is to be on file locally and it is to be made available to local committees and state supervisors during MaPP reviews.

Teacher _____ Program _____

Number of contractual days approved beyond the regular school year _____

Approved travel budget _____

GOALS			ACCOMPLISHMENTS	
Days	No. of Visits		Days	No. of Visits
		1. Supervision and instruction of occupational experience programs for enrolled or scheduled high school students through:		
_____	_____	a. Home visits	_____	_____
_____	_____	b. Placement visits (including training plans and training agreements)	_____	_____
_____	_____	c. Group instruction	_____	_____
_____	_____	d. Prospective high school students	_____	_____
_____	_____	e. Prospective cooperative work experience employers	_____	_____
_____	_____	f. Other: State sanctioned workshops,** judging, recognition	_____	_____

TOTAL MILEAGE _____

*Contractual days are regarded as those days when school is not formally in session.

** Certification and college credit workshops are not included.

Continued

GOALS			ACCOMPLISHMENTS	
Days	No. of Visits		Days	No. of Visits
		2. Instructionally allied activities and services:		
_____	_____	a. New enrollees and visitation and orientation	_____	_____
_____	_____	b. Vocational student organization activities		
_____	_____	Meetings	_____	_____
_____	_____	Camp	_____	_____
_____	_____	c. Participation in fairs/shows (if instructionally related)	_____	_____
_____	_____	Community	_____	_____
_____	_____	County	_____	_____
_____	_____	State	_____	_____
_____	_____	d. Advisory committees	_____	_____
_____	_____	e. Business and industry visits	_____	_____
		TOTAL MILEAGE _____		
		3. Professional improvement:		
_____		a. Vocational state-sanctioned teachers' conference	_____	
_____		b. Special state sanctioned workshops or technical field days	_____	
		TOTAL MILEAGES _____		
_____		GRANT TOTAL DAYS WORKED TO DATE	_____	
		GRAND TOTAL MILEAGE TO DATE	_____	

Submit two copies, with the two columns on the left completed, to your local administration prior to the beginning of the extended service period. After administration sign-off, retain one copy for your file. At the conclusion of the extended service period, submit one copy with both the left and right columns completed to your local administration as a record of accomplishment.

_____
Teacher/Coordinator's Signature *Date*

_____
Administrator/Supervisor's Signature *Date*

FY OWE YEAR-END REPORT

Return by June 15 to:

Trade and Industrial Education
65 South Front Street, Room 910
Columbus, OH 432125-4183

- Original copy to Trade and Industrial Education Office
- One copy to OWECA Representative
- One copy to School Administrator
- One copy to Coordinator

NC NE SE SC SW NW

The intent of this form is to generate information that will be needed in the statistical analysis of OWE programs across the state. The data obtained will document the effectiveness of OWE programs in serving the "At Risk Youth" population. The information you present should be accurate and reflect the record-keeping that is essential to the operation of a quality OWE program. Cooperation with guidance and home school counselors may be required to gain access to some information.

One report should be completed for each unit of OWE funded by the Division of Vocational and Adult Education. Completion and return of this form is essential to continued program approval.

PLEASE TYPE OR PRINT

STUDENT PROFILE

1. Number enrolled in program as reported to EMIS (October Report) _____
2. Number of students transferred IN after EMIS _____
3. Total number served (line 1 and line 2) _____
4. Total number of students leaving the program _____
   a. to another vocational program _____
   b. to an academic program _____
   c. to graduation _____
      —meets graduation requirements except proficiency test _____
   d. quit school _____
      —full-time employment _____
      —armed services _____
      —unemployed _____
5. Remaining in program for next year _____
   (the total of line 4a thru 4d + line 5 should equal line 3)
6. Number of students below Junior standing _____

COMPARISON OF DATA FOR ALL CURRENT YEAR OWE STUDENTS

	Fill in Both: Current year in OWE	Year prior to being in OWE
7. Number of days absent for all students served from line three above	_____	_____
8. Number of students suspended from school	_____	_____
9. Number of days of suspension	_____	_____
10. Number of academic classes failed (math, English, social studies, etc .)	_____	_____
11. Number of students who have passed all sections of the proficiency test prior to OWE	_____	_____
a. Number of sections passed while in OWE	_____	

Continued

YOUTH LEADERSHIP ACTIVITIES

12. Number of students who are members of VICA _____
13. Class is member of 100% Club in VICA Yes _____ No. _____
14. Number of students participating in VICA Competition
    a. Single Events _____ b. Team Events _____
    c. Number of students receiving leadership training through the VICA Professional Development Program (PDP) _____
15. Total number of businesses that served as training stations for students this year _____
16. Total number of above businesses were FIRST TIME Training stations _____
17. Total number of hours worked in OWE placement by **ALL** students enrolled this year _____
18. Total gross earnings from OWE job station placement for **ALL** students during the year _____
19. Average hourly wage of all students this year (divide line 18 by 17)

TEACHER/COORDINATOR INFORMATION

20. Teacher/Coordinator years of service in OWE program _____
21. Total of days of extended service this year _____
22. Circle your program type
    a. Self-contained (all credit given by the Coordinator)
    b. Regular (two related periods)
23. Indicate areas that you are teaching for credit.
    a. ___English b. ___Math c. ___Social Studies d. ___ Science e. ___Reading
24. Number of Advisory Committee meetings you held this year _____
25. Number of new Advisory Committee members this year _____
26. Number of businesses represented on your Advisory Committee _____
27. Are your training plans, which include dates of safety instruction and review for both in-class and on-the-job, on file for all students _____

PLEASE INCLUDE COPIES OF ANY PUBLIC RELATIONS ARTICLES FROM YOUR PROGRAM

Teacher/Coordinator _____

School _____

School Address _____

City/State/Zip _____ School Phone _____

_____ _____

Teacher/Coordinator's Signature *Administrator's Signature*

_____ _____

Date *Date*

TEACHER'S/COORDINATOR'S VISITATION EVALUATION
OWE Program

Name of Student _____

Place of Employment _____ Date _____

Contact Person _____ Time _____ _____
From *To*

Student activity during the observation:

Comments for the employer:
Positive:

Negative:

Teacher/Coordinator's overall comments on this visitation:

❑ Excellent ❑ Above average ❑ Average ❑ Below average ❑ Poor